



**Enhancing student engagement, collaboration
and partnerships**

K Strudwick

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Enhancing student engagement, collaboration and partnerships

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Dedications

To Andy, Emily and Tom- for your love, endless patience and ongoing support.

To my parents – for everything you have done for me.

In memory of Jacqui Briggs- for your inspiration.

Acknowledgements

To Dr Helen Nichols and Dr Gary Saunders- 'the dream team'. Thank you for all your guidance, support and advice.

Table of Contents

DEDICATIONS	3
ACKNOWLEDGEMENTS	3
TABLE OF CONTENTS.....	4
PUBLICATIONS SUBMITTED FOR EXAMINATION	5
MY CONTRIBUTION	6
INTRODUCTION	9
DEFINITIONS.....	12
THEORETICAL FRAMEWORK.....	16
POLICY CONTEXT	25
CONTRIBUTIONS	35
PRACTICE IN PLACE.....	49
CONCLUSION	52
BIBLIOGRAPHY	55
PUBLICATIONS	66

Publications submitted for examination

Jenkins, C, Canaan, J, Filipakkou, O and Strudwick, K (2011) *The troubling concept of class: reflecting on our 'failure' to encourage sociology students to re-cognise their classed locations using autobiographical methods*. *Enhancing Learning in the Social Sciences (ELiSS)*, 3 (3) 1-30

Jameson, J, Strudwick, K and Bond-Taylor, S and Jones, M (2012) *Academic principles versus employability pressures: a modern power struggle or a creative opportunity?* . *Teaching in Higher Education*, 17 (1) 25-37.

Picksley, E ., Cooper, C . Jameson, C ., and Strudwick, K. (2012) *Student as producer : undergraduate reflections on research*. *Enhancing Learning in the Social Sciences* 4(3) 1-6.

Jameson, J., Jones, M. and Strudwick, K. (2012a) Browne, employability and the rhetoric of choice: student as producer and the sustainability of HE. *Enhancing Learning in the Social Sciences*, 4(3) 1-12.

Strudwick, K., Jameson, J., Gordon, J., Brookfield, K., McKane, C. and Pengelly, G. (2017) Understanding the gap' to participate or not? - Evaluating student engagement and active participation *Student Engagement in Higher Education Journal RAISE*, 1(2) 81-87.

Strudwick, K. (2017) Debating Student as producer – Relationships; Contexts and Challenges for Higher Education. *PRISM Casting New Light on Learning, Theory and Practice*, 1(1) 73-96.

Strudwick, K., Jameson, J. and Rowe, J. (2017) Developing Volunteers in Policing: Assessing the Potential Volunteer Police Community Police Officer *Policing: A Journal of Policy and Practice*, Sept 2017 1-14.

Strudwick, K. (2019) Learning through practice: Collaborative policing partnerships in teaching. *The Police Journal: Theory, Practice and Principles*, 1-17.

My Contribution

Of the eight publications submitted six are co-authored. Below is confirmation from the co-authors I was able to contact certifying my share of the work .

Publications	Confirmation	% Contribution
Jenkins, C, Canaan, J, Filipakkou, O and Strudwick, K (2011) <i>The troubling concept of class: reflecting on our 'failure' to encourage sociology students to re-cognise their classed locations using autobiographical methods.</i> Enhancing Learning in the Social Sciences (ELiSS), 3 (3) 1-30	<p>Celia Jenkins <jenkinc@westminster.ac.uk> Fri 24/07/2020 13:44 To: Katie Strudwick</p> <p>Hi Katie, Great to hear from you and congratulations on getting to this stage of your PhD. I remember us working together on this article and I can absolutely confirm that you contributed at least 25% of the article and played a full role in the planning and execution of the article. I hope all is well with you and that this is sufficient confirmation of your important contribution to the article.</p> <p>Best Wishes Celia</p> <p>Dr Celia Jenkins Principal Lecturer in Sociology School of Social Sciences University of Westminster 32-38 Wells St London W1B 2HW</p>	25%
Jameson, J, Strudwick, K and Bond-Taylor, S and Jones, M (2012) Academic principles versus employability pressures: a modern power struggle or a creative opportunity?. Teaching in Higher Education, 17 (1). pp. 25-37. ISSN: 1356-2517	<p>Dear Kate</p> <p>I am very happy to confirm your contribution to the article as below.</p> <p>Kind regards, Sue</p> <p>Hi Kate,</p> <p>Yes absolutely fine with this. Good Luck with the PhD.</p> <p>Cheers Jill</p>	25%
Picksley, E ., Cooper, C . Jameson, C ., and	Good afternoon Katie,	60%

<p>Strudwick, K. (2012) <i>Student as producer : undergraduate reflections on research. Enhancing Learning in the Social Sciences</i> 4(3) 1- 6.</p>	<p>I can confirm that I am happy for you to state that your contribution was 60% for the paper Student as Producer: undergraduate reflections on research.</p> <p>Kind regards, Emma Picksley</p> <p>Hi Kate,</p> <p>Yes absolutely fine with this. Good Luck with the PhD.</p> <p>Cheers Jill</p>	
<p>Jameson, J., Jones, M. and Strudwick, K. (2012a) Browne, employability and the rhetoric of choice: student as producer and the sustainability of HE. <i>Enhancing Learning in the Social Sciences</i>, 4(3) 1-12.</p>	<p>Hi Kate,</p> <p>Yes absolutely fine with this. Good Luck with the PhD.</p> <p>Cheers Jill</p>	<p>35%</p>
<p>Strudwick, K., Jameson, J., Gordon, J., Brookfield, K., McKane, C. and Pengelly, G. (2017) Understanding the gap' to participate or not? - Evaluating student engagement and active participation <i>Student Engagement in Higher Education Journal RAISE</i>, 1(2) 81-87.</p>	<p>Hi Kate,</p> <p>Yes absolutely fine with this. Good Luck with the PhD.</p> <p>Cheers Jill</p> <p><small>Kathryn Brookfield <lqxkb5@nottingham.ac.uk> Fri 24/07/2020 13:02 To: Katie Strudwick</small></p> <p>Hi Kate,</p> <p>Yes I am happy to agree that your contribution to the paper <u>Understanding the gap' to participate or not? - Evaluating student engagement and active participation</u> was 60%.</p> <p>Best wishes, Katy</p> <p><small>georgia pengelly <georgia.c.pengelly@gmail.com> Tue 28/07/2020 20:00 To: Katie Strudwick</small></p> <p>Hello,</p> <p>I can confirm I'm happy that this is all correct,</p> <p>Thank you! Georgia</p>	<p>60%</p>

	<p>Janet Gordon <wordric@msn.com> Tue 25/08/2020 19:40 To: Katie Strudwick</p> <p>Dear Kate, I am happy to confirm that your contribution to the article below was 60%:</p> <p>Strudwick, K , Jameson, J, Gordon, J, Brookfield, K, McKane, C and Pengelly, G (2017) <i>Understanding the gap' to participate or not? - Evaluating student engagement and active participation</i> Student Engagement in Higher Education Journal RAISE Vol 1, (2) pp.81-87 ISSN: 2399-1836.</p> <p>Best wishes</p> <p>Jan Gordon</p> <p>Candice mckane <candic3--x@hotmail.co.uk> Tue 25/08/2020 21:48 To: Katie Strudwick</p> <p>Hi Kate,</p> <p>Many thanks for your email. I can confirm that I am happy with the aforementioned reference.</p> <p>All the best,</p> <p>Candice McKane (MA & BSc Hons)</p>	
<p>Strudwick, K., Jameson, J. and Rowe, J. (2017) Developing Volunteers in Policing: Assessing the Potential Volunteer Police Community Police Officer <i>Policing: A Journal of Policy and Practice</i>, Sept 2017 1-14.</p>	<p>Rowe, Jackie <Jackie.Rowe@lincs.pnn.police.uk> Fri 24/07/2020 14:12 To: Katie Strudwick</p> <p>Katie, Lovely to hear from you and I hope you are keeping well. More than happy to confirm that you did at least 70% of the paper. Please accept this e-mail as confirmation thereof.</p> <p>Good Luck. I look forward to calling you Dr Strudwick!</p> <p>Jackie</p> <p>Hi Kate,</p> <p>Yes absolutely fine with this. Good Luck with the PhD.</p> <p>Cheers Jill</p>	<p>70%</p>

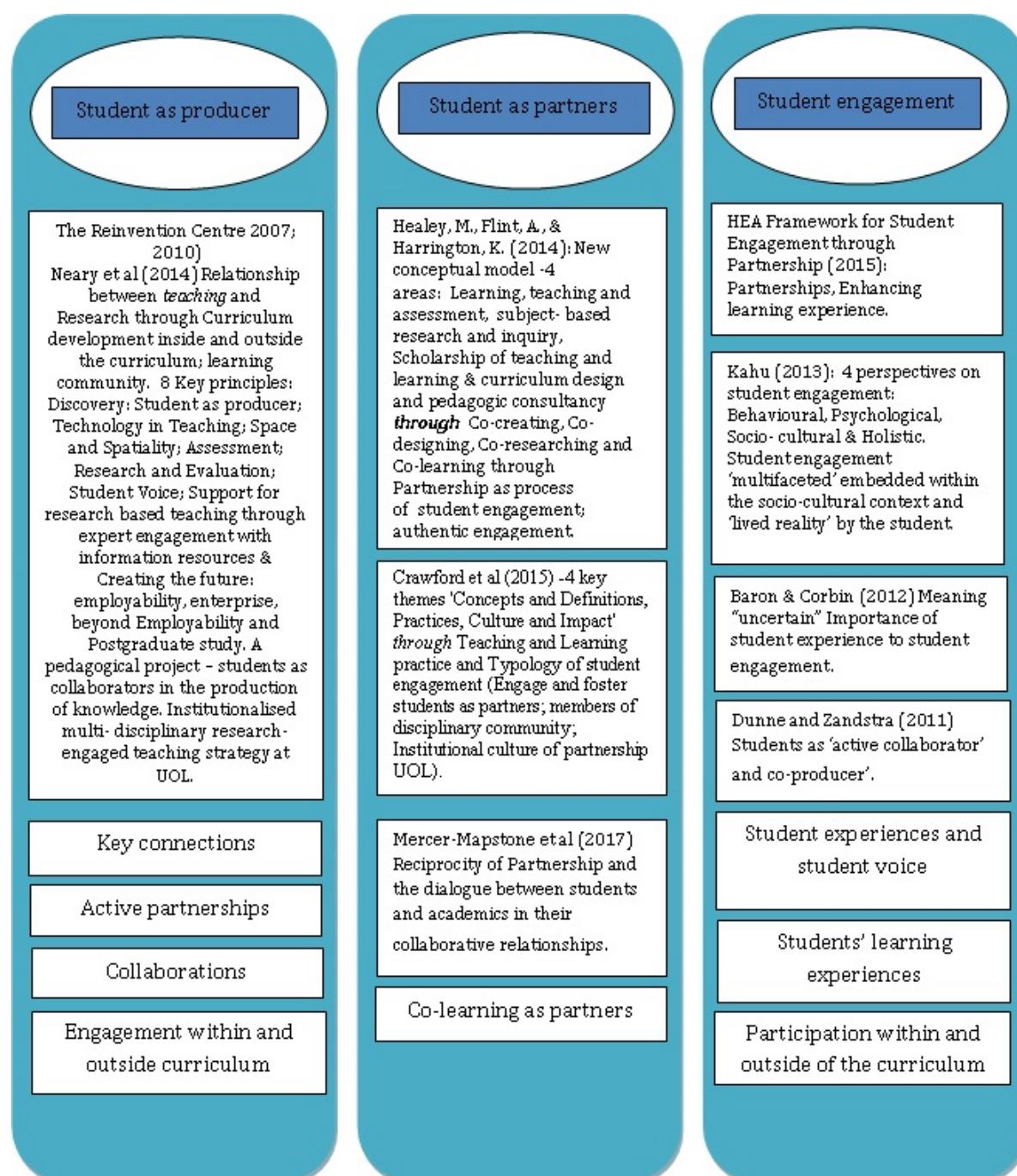
Introduction

This commentary presents a chronological reflection of professional practice developed through published work on student engagement and collaborations at the University of Lincoln. Evidencing a response to sector wide drivers, the contributions presented examine practice undertaken institutionally to engage students in research projects and curriculum design within the discipline of criminology. The aim during this period has been to respond to the emerging imperatives of the higher education sector with a particular focus on student engagement. Drawing on key elements of the *student as producer* and *student as partners* models, my work has been specifically characterised by a focus on student choice, collaboration, active participation and engagement with employability.

The contributions presented in this commentary address some of the recent challenges following the Browne Review (Department for Business, Innovation and Skills 2010), where policy reforms have attempted to commodify the sector in line with neoliberal principles and market-based measures of student choice, competitiveness and social mobility (See Policy from the Department for Business, Innovation and Skills 2010; 2011; 2015; 2016; 2017 and Augar Report, 2019). The changes in higher education, towards marketisation, have been instrumental in developing a market, representing “... a *paradigm shift*” (Holmwood (2012: 12) in how higher education is organised. Policies developed a business approach to satisfaction and measuring teaching quality and standards, placed alongside regulation and financialisation of higher education (see Molesworth et al 2009; Holmwood 2011; 2012; 2014; Collini, 2012).

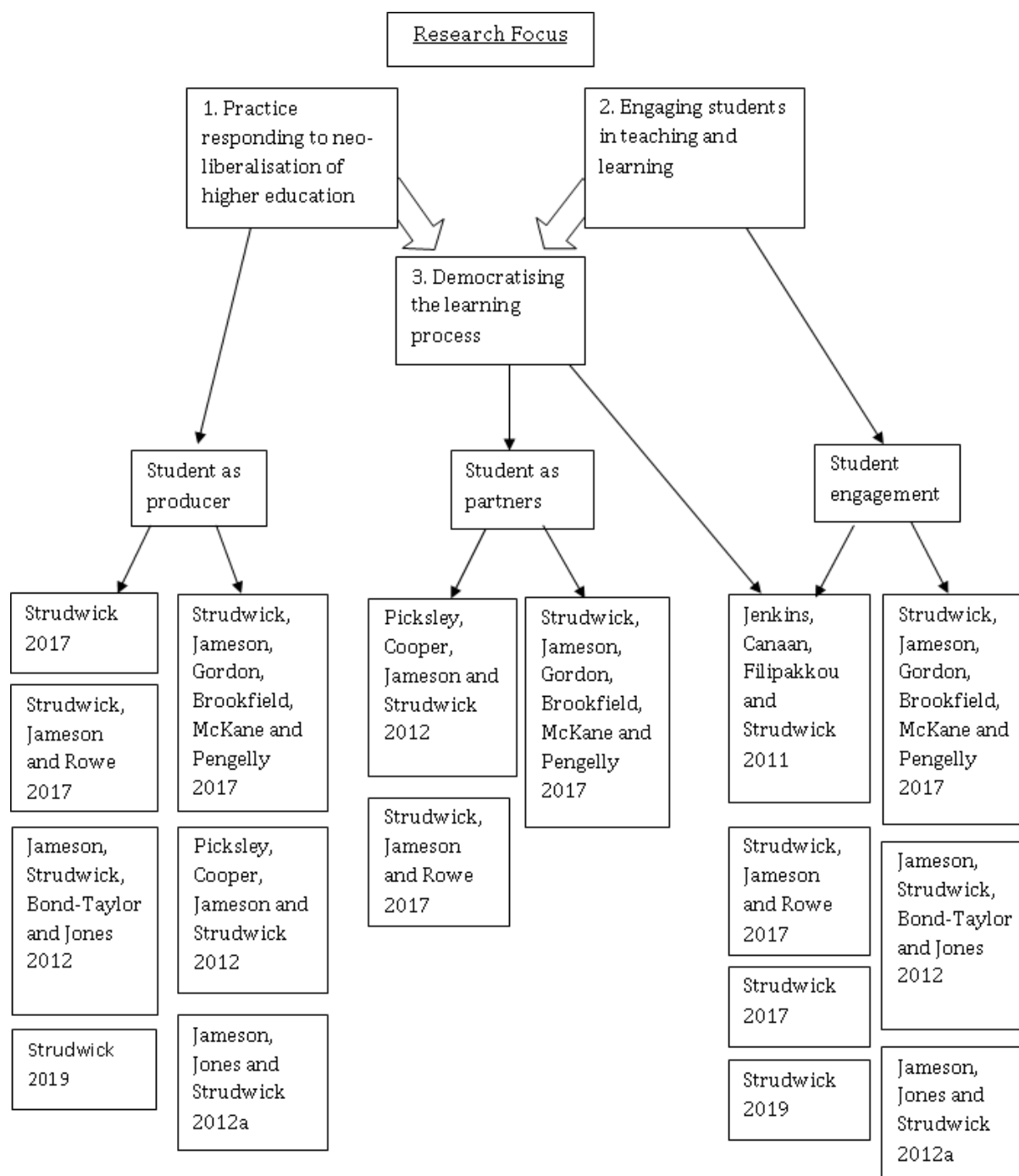
By developing student engagement opportunities, through applying elements of *student as producer* and *students as partners* theoretical models, my work has been conducted in collaboration with students, promoting their engagement and participation within and outside of the curriculum (See Figure 1).

Figure 1: Theoretical models



The contributions presented in this commentary illustrate where sector-driven responses have been made and how they addressed specific elements of policy. This has been conducted through the adoption of a two-stranded theoretical framework, complemented by *Student Engagement* as an encompassing model, within which the framework is situated. My work has addressed the shifting role of students, and the impact this has had in a practical sense, reflecting upon the different models to show how my work has provided choice, collaboration, active participation and addressing employability (See Figure 2).

Figure 2: Theoretical models



Definitions

To enhance student engagement experiences, key principles and values of *student as producer* and *students as partners* models have been brought together to frame responses through practice (See Figure 2). As noted previously, the characteristics of the models particularly important to framing this work have been student choice, collaboration, active participation and engagement with employability. To contextualise how these characteristics have been derived from the theoretical models, some fleshing out of the models in their original form is required.

Student as producer is a teaching and learning strategy developed by Professor Mike Neary. This strategy evolved from work developed at Warwick University and Oxford Brookes University in 2004 under The Reinvention Centre for Undergraduate Research and Centre for Excellence in Teaching and Learning (CETL). At the University of Lincoln, Neary was funded by the Higher Education Academy (HEA) to embed the '*Student as producer : research-engaged teaching, an institutional strategy*' (2010 to 2013), whereby *Student as producer* has been institutionally developed as a multi-disciplinary teaching and learning model, redressing the '*imbalance between teaching and research*' (Neary and Winn, 2009: 193). The model has 8 key principles (Discovery, Technology in Teaching, Space and Spatiality, Assessment, Research and Evaluation, Student Voice, Support for research-based teaching through expert engagement with information resources and creating the future) and established an institutional framework for curriculum development, through research engaged teaching.

The *students as partners* model was developed by Healey, Flint and Harrington (2014) in a HEA funded project '*Engagement through partnership: students as partners in learning and teaching in higher education*' and has been implemented in the *students as partners* programme at McMaster University, Macpherson Institute, Canada. As a conceptual model that engages students and academics in collaborative practice, Healey et al. (2014: 7) framed 'partnership' as "*a process of student engagement, understood as staff and students learning and working together to foster engaged student learning and engaging learning and teaching enhancement*". By embracing students as active participants, in reciprocal partnership initiatives to positively foster student learning, this model has "re-

envision[ed] students and staff as active collaborators in teaching and learning” (Mercer-Mapstone et al. 2017: 1). As seen in Figure 3, the conceptual model has four key areas, presented as a Venn diagram, showing the relationship between learning, teaching and assessment; subject-based research and inquiry; scholarship of teaching and learning and curriculum design and pedagogic consultancy, with the *students as partners* model all being framed within a wider circle of student engagement.

Figure 3: *Students as partners* model



Reference: Healey, M., Flint, A. and Harrington, K. (2014: 25).

Student Engagement is a broad concept with definitional ambiguity. This differential conceptual application has been shown in the adoption of the concept (See Baron & Corbin, 2012; Gourlay 2015; Kahu, 2013; 2013a; Trowler and Trowler 2010; Trowler, 2013; Zepke 2015) who all highlight the multiple layers within this practice. In essence, student engagement involves a range of different forms of collaboration between students and academics, whereby academics facilitate and provide opportunities for student involvement in an independent way. By encompassing collaboration and active participation by students in their learning, student engagement is about student involvement in a proactive way. Handley et al. (2011), citing Harris (2008), refer to the complexity of student engagement as “...a contested concept which is theorised in a variety of ways.” (2008: 6) and Kahu (2013: 758) identifies the ‘multifaceted’ nature of student engagement. The HEA Framework for Student Engagement through partnership (2015) notes the core values which are part of the practice (Authenticity, Honesty, Inclusivity, Reciprocity, Empowerment, Trust, Courage, Plurality and Responsibility).

The noted lack of clarity shown in defining student engagement has led to a dearth of common understanding of the concept. Different interpretations have been shown in Baron and Corbin’s work (2012) which identify the complexities with meanings, while Vuori’s work (2014) references Kahu’s categorization and Leach and Zepke’s (2011) ‘conceptual organiser’ in their discourse. However, there are equivocal themes in some of the literature on student engagement, with a focus upon sharing, collective responsibility and contributions through partnerships and collaboration (See Dunne and Zandstra 2011; Kahu 2013 and Trowler 2013).

Such connections have been shown in my practice, with student engagement opportunities adopting elements from *student as producer* and *students as partners* models. The papers presented in this commentary identify the interconnections between *student as producer*, *students as partners* and student engagement; highlighting elements of co-creating, co-producing, co-learning, co-designing, co-developing and co-researching (Healey et al 2014: 21) (See Figure 2).

With similarities in principles, there is an overarching ethos of collaboration, active participation and engagement at the University of Lincoln. For example, as part of its commitment to the *student as producer* model, the University of Lincoln offers competitive internal bursaries for students through the Undergraduate Research Opportunities Scheme (UROS). Since its pilot in 2007, undergraduate students have been able to apply for the bursary to work collaboratively with academics to develop a research project which involves undertaking research and disseminating findings. Through UROS, the teaching and learning process becomes reciprocal, with both students and academics learning from each other and from their collaborative research findings within a scholarly process, designed under *student as producer*. Thus, the idea is to promote a form of collective leadership rather than this resting exclusively with either the student or the academic.

Further evidence of *student as producer* and student engagement initiatives have also been shown with the development of the Student Consulting on Teaching (SCOT) programme. This embeds the *student as producer* model in quality assurance processes (namely validation documents, Periodic Academic Review, External Examiners' reports and Annual Monitoring Reports). Further engagement opportunities for students enables them to be student representatives on interview panels for new academic staff and to act as co-chair with an academic in subject committee meetings in Schools.

Despite these commonalities there are also differences between these models and concepts. Healey et al (2014:7) identify that the *students as partners* model is all about partnership and “...all partnership is student engagement, but not all student engagement is partnership”. Neary et al (2014: 9) further identify some of the commonalities, but also differences, arguing *Student as producer* ... ‘frames the notions of student engagement’ by linking engagement between students and academics, created through active collaboration. *Student as producer* model has developed links between student engagement and research/research-like activities (Neary and Saunders 2016), while also being seen to have more breadth than student engagement, as Watling’s work has argued (2012: 2) “*Student as producer is reinventing the undergraduate student experience*”. The *students as partners* model, with its key element of autonomy has also been influential,

whilst not explicitly being implemented to change curriculum institutionally in the University of Lincoln, as *student as producer* has.

As demonstrated in the contributions, my work has facilitated student engagement, providing broader opportunities for students to be co-researchers, joint presenters at academic conferences and co-authors on peer reviewed published papers. The links made between these models in my practice, form the theoretical lens through which my work has developed.

Theoretical Framework

The theoretical framework that underpins my work to date has interpreted key characteristics from *student as producer* and *students as partners* models to embed student engagement in learning. The publications presented later in this commentary evidence three main responses through my practice:

- 1) Demonstrating *how* my practice has responded to the neoliberalism of higher education on academic terms –asserting the collaborative and active role of students and their role within their learning;
- 2) Engaging with academic freedom of learning by involving students in teaching and learning, through principles of *student as producer* and *students as partners* models;
- 3) Democratising the learning process by facilitating sustainable practice for developing student engagement in research and teaching communities.

Contributions have met the challenges provided by policy drivers, through employability, student choice and developing the student voice. My practice has considered the scholarly principles of citizenship and active partnerships within teaching and learning, connecting key principles from *student as producer* and *students as partners* models, and student engagement partnerships.

The *student as producer* model has provided, from its historical development at The Reinvention CETL at Warwick University (2006), a model of inquiry-based learning, which has initiated '*research-based teaching*' (Neary and Winn 2009: 131). Theoretically this model has been influenced by the work of Walter Benjamin's *The Author as Producer* (1934), seeking to '*to promote research engaged teaching as the organising principle*' (Neary, et al., 2014:5) and Von Humboldt's (1810) 'Organic Scholarship'. Humboldt's model referred to the relationship between research and teaching, students and teachers and the university and the state, in essence the 'disconnect' between these relationships and the importance of academic freedom as a fundamental aspect of higher education.

Academic freedom, as a fundamental principle in research and teaching, provides students and academics with the freedom to actively engage in their learning and protects their pursuit of knowledge. According to Karran (2009) and Mallinson (2019), 'academic freedom' is a 'defining characteristic' of the quality of university research and teaching, enabling students to have the freedom to study, where fundamental principles are protected and not weakened by economic intervention. By promoting students' engagement away from the '*simple transmission of knowledge*' (Neary, 2020), and towards the academic freedom of the university (Neary and Winn, 2009), the *student as producer* model argued for this progressive idea as an 'organising principle' at the University of Lincoln. By providing resistance to the involvement of the state in undermining academic freedom, and addressing core values of academic life with an emphasis on autonomy, the model was established with influences from Humboldt's principles.

Student as Producer is a response to the marketisation and financialisation of higher education, especially those outlined by *Browne Review* and the reforms implemented by the UK Conservative-Liberal Democrat Government in 2010. Key features of these reforms included shifting the burden of funding higher education from the government to individuals through increased tuition fees, positing students as customers who make an individual investment in their learning, promoting student voice and choice, the imposition of external quality measures (articulated in league tables) and increasing the competition between higher education institutions through the creation of an internal

market (Molesworth et al, 2009; Neary and Morris, 2012). These reforms are part of an ongoing neoliberal agenda to expand provisions, making it easier for alternative providers to enter the sector by 'levelling the playing field'. *Student as producer* sees these reforms as creating a division between teaching and research, with staff being funnelled into research or teaching focused contracts. Thus, the model serves as a critique of the marketisation and financialisation of the sector and attempts to connect the increasingly disparate activities of teaching and research in contemporary higher education.

My practice has sought to re-connect teaching and research, through developing active engagement and collaborative relationships between students and academics. By responding practically to challenge this disconnect, opportunities were developed for teaching and research to be united, both inside and outside of the curriculum. This work has embraced the categorisation of scholarship; discovery; integration; application and engagement and teaching (Neary and Winn 2009: 128) and reflected upon student expectations and student engagement.

Being centred on key principles, the *student as producer* model has empowered and influenced my practice, facilitating student engagement in collaborative projects. By developing opportunities through partnerships, my work has enabled students to shape their learning in an engaging and participatory way. These opportunities have embraced some elements of the model, such as:

- The form of *Discovery*, (shown with approaches to employability);
- Utilising *Assessment*, (demonstrated with research engaged teaching);
- *Applying Research and Evaluations within* research engaged teaching (shown in student employability projects);
- Promoting *Student Voice with learning and providing support for research-based teaching through engagement and creating for the future*, illustrated in my work embracing employability (Neary et al., 2014).

My practice has applied the foundations of *student as producer*, with reference to Walter Benjamin's 'Author as Producer' (1934) on principles. In his work Benjamin argued for intervention and active involvement to create change, this has been shown in the impact

of my practice at the University of Lincoln. My work has developed programme design, by embedding employability in the core curriculum, alongside facilitating research opportunities for students, whilst maintaining principles of academic freedom and autonomy. My active responses further addressed some of the shifts occurring in the sector, shown through debating the rhetorical messages of the role of students in higher education.¹ Contextually, my responses have added value to students' development, by identifying opportunities for student engagement through the expansion of skills and employability.

Notably, my work developed at a time when there was considerable dissatisfaction with the sector, shown with protests in the form of demonstrations in the UK, involving school pupils, students, college students, academics and activists and occupations held at universities. The student protests in 2010 started as a response to the increases in fees and developed to critique the dysfunctional nature of higher education. According to Barnett this was the start of a new student movement (Barnett 2011). Academics have also further provided critical discourse on the idea and role of universities, opposing the marketisation of higher education (see Holmwood 2011; Collini 2012; Council for the Defence of British Universities (2020)).

My theoretical positionally has embraced some of the elements of the neoliberalisation of higher education. By choosing to view parts of the marketisation of higher education positively, I was able to respond to students becoming consumers by facilitating opportunities for them to become more active and involved in their own learning. Rather than expecting them to take a passive role, my practice had a meaningful impact on their experiences. In this sense, my responses were not critical or radical, but they did counteract some of the negative aspects by providing such opportunities for students. To respond to the emphasis on value for money, competitiveness and financialisation, I developed research and teaching initiatives that directly involved students in ways that they may not have previously experienced. It is within this context (discussed in detail in the next section of this commentary) that my practice has responded to wider drivers by facilitating student engagement opportunities, whilst continuing to observe the academic

¹ See Jameson et al (2012a) discussion of the rhetoric of choice and the emphasis in the 2011 White Paper with students 'at the heart' of higher education.

principles of meaningful learning, teaching and engagement. The values determining my practice do not see students as customers, regardless of whether or not they are paying for education. Instead, I view the purpose and role of higher education as being about enhancing knowledge, employability and engagement with the value of learning.

My work has embraced and led on the teaching of employability, noting the 'rhetoric' of choice in policy, whilst continuing to provide initiatives to increase student voice. At times, initiatives have fed into expanding consumer choices by embedding employability into the curriculum, whilst also increasing the appeal of undergraduate programmes in a progressively competitive market.

My efforts to democratise the learning and teaching process embraced the notion of consumer choice, value for money and employability, by adopting elements from *student as producer* and *students as partners* models, and students seen as active citizens. My work has focused upon involving students by creating a community of practice between students and academics, enabling them to construct their own knowledge and employability skills. Being framed within these principles, students are not seen in an instrumentalist way as consumers, but as co-partners in the learning process.

Student as producer, as an institutional research-engaged teaching model, has visibly impacted upon my practice at the University of Lincoln. By utilising key principles, projects have been developed in and outside of the curriculum in my practice “...whereby student learn primarily by engagement in real research projects...Engagement is created through active collaboration amongst and between students and academics” (Neary et al 2014: 9). My work has reasserted the valued role of students, where contributions have “...embraced student engagement with teaching, learning and research” (Strudwick 2017: 74). *Student as producer* and *students as partners* values are core to my theoretical framework, developing *student engagement with research* where students are “...an integral part of the academic project of their institutions” (Neary and Saunders 2016: 2).

By extracting principles of *student as producer* to facilitate opportunities for student engagement, my adoptions of *student as producer* are not novel, but they do not claim to be, in fact they are among many interpretations. The appeal of such principles, as support to the development of models for teaching and learning, has been recognised by

Neary (2012: 1), who references Taylor and Wilding's (2009) associations with "student engagement". This appeal is further shown in Watling's work (2012: 2) who notes the impact of the model in reinventing student experiences while recognising it as a "*...platform for debate and intellectual discussion about the nature of teaching and learning*" (2012: 2). *Student as producer* is more than a vehicle to develop student engagement, one not seen as a conventional form of student engagement but having wider impact "*... for student as producer the future of the university is at stake*" (citing Neary and Winn 2009).

By taking elements from models encompassing student engagement, my practice has shown the convergence between the models (See Crawford et al 2015, Healey et al 2014), with acknowledged common principles, notably partnership, collaboration, active participation, engagement, co- learning, co-producing and co-researching. My practice has also shown that such models were a response to the '*rapid and complex change that is now the norm for contemporary higher education*' (Healey et al 2014: 17). It has responded to the adopted business approach for higher education, by emphasising values of independent learning and the role of academic freedom, rather than measuring teaching quality in a marketized way.²

The theoretical framework has, in practice, enabled curriculum design through the collaborative partnership teaching module *Police Studies*. This module embraced common themes from both student engagement and *student as producer*, placing students' learning within shared dialogues, collaboration, co-production and transfers of knowledge, with policing. This adoption, alongside police practitioners, represents the '*shift towards practically embedding practitioners in pedagogical design*' (Strudwick 2019:7), and shows how a shared common purpose was developed to enrich students to be the producers of critical policing knowledge.

² Quality assurance processes under a marketisation model have included metrics on research, student satisfaction, graduate employment rates, contact time, (the National Student Survey (NSS) and Key Information Sets KIS), with University and subject rankings provided in Complete University Guide, Times Higher Education rankings and Guardian University League tables.

The flexibility in the appeal of such models, with shared aims for partnerships, has been identified by Crawford et al (2015:22) who note the potential within collaborations “*to change the nature of the staff-student relationship and develop a culture of partnership*” (2015:22). The thematic analysis within this work highlights the similarities within the models and student engagement (See Figure 2) with Healey et al’s (2014) conceptual model being further underpinned with similar values to the HEA Advance HE Framework for Student Engagement (HEA 2014); namely partnership with authenticity, inclusivity, reciprocity, empowerment, trust, challenge, community and responsibility. Such themes are clearly embodied in my contributions, with partnership, trust and responsibility being shown in the examples of co-producing conference presentations and students’ role as co researchers on projects (See Picksley, Cooper, Jameson and Strudwick 2012; Strudwick, Jameson, Gordon, Brookfield, McKane and Pengelly 2017).

My practice has been influenced with principles from Healey et al’s work (2014:7), which sees the flexibility in the process of engagement, which is “*not a product. It is a way of doing things, rather than an outcome in itself*” (Healey et al., 2014: 12). Crawford et al’s work on the HEA funded project *Pedagogies of partnership: What works* (2015), developed student engagement and partnerships by embracing the dimensions, and these models highlight the adaptability of student engagement practices. The connections between models has defined the broad parameters of student engagement, as shown in my practice.

With my contributions embracing the value of student engagement in the wider community, the place of students within the research process, both as facilitators and also participants, my work has emphasised the shift in student voice, occurring from policy reforms since 2010. By identifying partnership values, the potential to optimise student learning has been presented in my practice as a response to the wider context. Alongside these principles are those values focusing upon ensuring participation and engagement for all involved, embracing students as producers, partners or active beneficiaries in their learning experiences.

This theoretical framework has informed my interpretation of student engagement in my practice, and it is the correlation between models that has allowed for “*... an exploration of the reshaping of core elements of engagement and participation*” (Strudwick 2017: 82).

It is this connectedness between models that conjoins the developments within my contributions. The development of my practice, as a facilitator and initiator of student engagement initiatives, has shown that my contributions have “*made significant gains in furthering our understanding about what ‘student engagement’...opportunities are interesting to students.*” (Strudwick 2017: 85).³

In sum, this theoretical framework has identified similar values between student engagement, *student as producer* and *students as partners*, all of which are important to my practice. By embracing such values my work continues with future project plans being developed to explore the development of Student as Author in Higher Education.

My theoretical framework and interpretation of research teaching models has links to critical pedagogy, and a constructivist approach to learning (Bentley et al 2007). In my teaching, students have constructed their own knowledge by becoming more active in their learning and engaging with collaboration. By taking opportunities within and outside of the curriculum, students are the producers, taking greater ownership of their knowledge. In this sense my practice has considered Lev Vygotsky’s Social Development Theory, whereby knowledge is constructed by the students, as shown in the principles from *student as producer* and *student as partners* models, guided by my role as an enabler. My work has embraced common principles which highlight collaborative relationships between students and academics, in a reciprocal manner (the common trends among the models are presented in Figure1).

Lev Vygotsky’s scaffolding approaches to learning, and the zone of proximal development (ZPD), understood to be ‘at the heart of Vygotsky’s concept of teaching (Verenikina 2003), have further been adopted in my teaching. In my practice students were able to advance their learning as a result of collaboration with lecturers or peers, developing their understanding. This has enabled them to not be passive consumers, but to engage more in research and teaching.

³ Good practice has been shared from Thomas’ (2012) synthesis of ‘What Works’ in student engagement and guidance from Student Engagement Partnership’s (TSEP’s) ‘Conversation on The Principles of Student Engagement’ (2014), (see examples <https://www.heacademy.ac.uk/resource/dimensions-student-engagement>).

The efforts in my work to democratise learning, have been shown by facilitating the development of student engagement projects, embedding employability in teaching with *Criminology in the Professions* and with the *Police Studies* module, whereby I have further engaged with forms of participatory learning. By enhancing active partnerships, between academics and students and practitioners, my work has shown how connections have been made between the teaching models and my theoretical positionality. By involving students in curriculum design, or to be part of research teams with academics, connections have been established to empower students in the process of evaluative work.⁴

The theoretical framework within which my work is grounded has connected with some of the relevant aspects of critical pedagogy, and *student as producer*, but not in a revolutionary manner. A more radical discourse of the model is provided by Neary and Saunders (2016) in their paper using Mathieson's concept of the 'unfinished', and shown through the development of an alternative model of higher education, with the co-operative University. By presenting an interpretation of the model as a form of subversion, they state it is an '*act of resistance to the current policy framework*' (2016: 2). My work has not adopted these elements from *student as producer*, but my practice has taken some principles, fairness, engagement, partnerships and participation, to engage students through collaboration, enabling them to construct their own knowledge and skills. I have adopted some influences from critical pedagogy in my teaching, such as elements from alternative forms of education practice grounded in critical perspectives. By reflecting upon Freire's (2017) anti-authoritarian model, addressing the relationship between teachers and students and the place for problem-based approaches, I have considered his banking concept exploring power relationships in education and the dialogic relationships between teaching and learning.

My role as a facilitator and enabler have empowered students to be more than passive recipients in their learning, but to be active in the process. This engagement has involved students as co-authors and/or co-presenters of conference papers. Such participation

⁴ See CSAP 2010 and 2011 and discourses in Strudwick et al 2017 and Strudwick 2019 which identify the participatory approaches adopted in my practice with students as part of the research and teaching design.

has also been shown in a practical manner in my teaching (See Jenkins, Canaan, Filipakkou and Strudwick (2011) as shown with Police Studies and Criminology in the Professions modules, signposted in contributions Jameson, Strudwick, Bond-Taylor and Jones, 2012; Jameson, Jones and Strudwick 2012a; Picksley, Cooper, Jameson and Strudwick 2012 and Strudwick 2019)

Policy Context

The policy context in which this work is situated is specifically from 2010 to the present. The rationale for this timeframe is due to the significant changes occurring in higher education during this period. Within the last 10 years, the focus of reform has been on two core trends, one towards increasing marketisation (Molesworth et al 2009; Holmwood 2011; 2014; Tomlinson 2008) and the other on the financial context of higher education.

To provide some context leading up to 2010, *The Robbins Report* (1963) focused upon expanding higher education provision as a result of dissatisfaction with the current system. By acknowledging the purpose and principles of higher education, the report sought to address the balance between teaching and research, recognising the need for culture, citizenship and adequate provision. Through expansions with *The Further and Higher Education Act* (1992), university status was applied to polytechnics. The 1992 Act furthered policy overhaul of higher education by monitoring the funding of Higher Education in England, through the Higher Education Funding Council for England (HEFCE) and the Further Education Funding Council (FEFC).

The Dearing Report (1997), commissioned under New Labour, has been associated with movements increasing the marketisation of higher education. Although the report failed to embrace citizenship, its efforts expanded the higher education system provision with proposals including initial plans to introduce student fees. Such developments have been linked with the commencement of the 'customer concept' and greater marketisation (Woodhall et al. 2014; Stevenson and Bell 2009). With fees set at £1,000, *The Higher Education Act* (2004) proceeded to cap fees at £3,000, removing the upfront cost imposed

in 1997, but remained focused on the finances within higher education. In sum, reforms leading up to 2010 addressed the purpose of education while further developing forms of regulation and the fiscal nature of higher education.

These trends came to define the focus of reforms in higher education over the next decade. In 2009 the Browne Review '*Independent review of Higher Education Funding and Student Finance*' (BIS 2010) instigated further financial reforms of higher education, by proposing a new system of loans and the removal of the cap on funding. Reforms under the Coalition Government in 2010, saw the introduction of £9,000 fees for full-time students in 2010. These transformative reforms started to move higher education policy towards greater marketisation, with students seen as consumers (Hillman 2016; Holmwood 2014), and the reforms continued for the next 10 years, with Scott 2013: 32 noting that higher education has been 'drowning' in policy developments (Cited Strudwick 2017: 76).

Neoliberal principles were hugely influential in the moves to marketisation of higher education, focusing upon increasing competitiveness between institutions, positioning students as customers and the sector providing greater public choice. Central to reforms, was an emphasis on the importance of employability and the role of students' investment in higher education. Employability as a buzzword was adopted within higher education policy, presenting student choice and expectations as core values. This has resulted in higher education policy being required to ensure that the employability of students is enshrined within the curriculum, alongside the importance of provision (measured through contact time) and value for money. The incorporation of financialisation in higher education explains the focus upon the financial incentives, evidenced by an increase of tuition fees to £9,000 per year. The impact of policy reforms Post Browne 2010 meant that the commodity of education was therefore seen as being sold and marketised to be more competitive.

According to Maisuria and Cole (2017) "*The policy agenda is radically deepening the neoliberalization of the once-public university and the nature of the learning and teaching experience*" (2017: 610). The marketized agenda for higher education, adopting a consumerist business ethos, made clear connections between standards, teaching quality and benchmarks. The National Student Survey (NSS) is one example of these externally

driven measures of teaching quality, where final year undergraduate students, in publicly funded universities in England, Wales and Northern Ireland, are surveyed. The NSS has been active as a core assessment of performance since 2005, despite critiques among higher education communities questioning whether it is 'fit for purpose'. The Office For Students addressed these critiques in 2020, exploring the consistency and continuity of the NSS (OfS 2020), and my work has responded through practice, ensuring that opportunities for student engagement in the community and student voice (part of the NSS questions) are embedded in and outside of the curriculum.

Other external measurements of quality have been applied in the higher education system, with The Destinations of Leavers from Higher Education survey (DLHE) (replaced with the HESA Graduate Outcomes in 2018), presenting data about students employment and destinations as a core metric to measure excellence (Maisuria and Cole 2017). The importance of a degree is not measured solely by the grade awarded, but by the broader development of skills and competencies attained by graduates. There have been critiques presented on the relevance of this data, especially for multiple stakeholders, and an acknowledgment of the complexities involved in measuring graduate outcomes (See Morris 2016; Hayes et al 2020). My work has responded by embedding employability in the core curriculum and bridging the gap between theory and practice in the *Criminology in the Professions* module.

Browne argued in (2010) that the review '*will shape the landscape of higher education ...*' (Browne 2010:25) and indeed it did. By advancing higher education to become more consumer based and fiscal in its role and function, the focus was on providing greater student choice and participation. The commodification of higher education was a core element of the review, with its focus on increased marketisation. The impact of such policy reforms led to a consumerist model and the shifting role of students placed at the core of such developments. With policy representing a shift away from the principles noted in Robbins, the review was, according to Holmwood and Servós (2019) '*the first interventions in higher education in which no reference at all was made to its value as a public good*' (Holmwood and Servós 2019: 312).

The Browne Review 2010 made explicit links between the teaching quality and funding, shown in its 6 key principles:

- 1) There should be more investment in higher education – but institutions will have to convince students of the benefits of investing more;
- 2) Student choice should increase;
- 3) Everyone who has the potential should have the opportunity to benefit from higher education;
- 4) No student should have to pay towards the costs of learning until they are working;
- 5) When payments are made they should be affordable;
- 6) There should be better support for part time students (2010: 24).

By asserting 3 identifiable benefits (participation, quality and sustainability) the review strived to offer greater choice to students through greater competition, with less regulation and affordable finances. It is within these 'long term solutions' proposed, that my work responded to the continued movements towards marketisation by addressing the concept of employability alongside student choice and the 'rhetoric of choice' with students as consumers (See Jameson, Strudwick, Bond-Taylor and Jones (2012); Jameson, Jones and Strudwick (2012a)).

On the finances of higher education, the Browne Review recognised that the cap on student fees of £3,000, since the 2006 reforms (following *The Higher Education Act 2004*), was not sustainable (BIS 2010: 22). It was these moves to marketisation, with use of business language, such as 'investing' and 'value for money', that the role of students shifted, putting "students at the heart of the system" (BIS 2010: 4), but in a more explicit consumerist way. The reforms set out in the 2010 Browne Review presented a watershed moment in higher education highlighting competition and placing student choice alongside quality. However, the tone of the Review was conflicting; on one hand recognising the variance in measuring and defining quality, whilst also seeking to encourage a business style approach to higher education.

With the publication of the White Paper: *Higher Education: Students as the Heart of the System* in 2011 (Department for Business, Innovation and Skills 2011) the response by the Coalition government was successful at pushing forward most of the reforms

presented in the Browne Review 2010. This was shown with the removal of block grants for teaching in the Arts, Humanities', Business, Law and Social Sciences, an increase in tuition fees (not the removal of tuition fee caps as advocated by Browne but a lower cap of £6,000 per annum). The focus was to have a plan to widen participation with extensions to higher education places and universities required to publish key information sets (KIS).

Within a greater regulatory environment of higher education, policy driven advancements towards marketisation were furthered with the Green Paper *Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice* (BIS 2015). The focus raised concerns with employability and skills, connecting with value for money and teaching quality, as shown with the introduction of Teaching Excellence Framework (TEF).⁵ By introducing greater regulation, with incentives for quality and standards, the Green paper set a 'level playing field' for higher education. The role of students continued to be emphasised, with students placed '*at its heart*' (BIS 2015:14). Working as a consultation paper, the focus sought to incentivise quality teaching and excellence alongside the existing Research Excellence framework (REF)⁶.

In 2016 The White Paper *Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice* (BIS 2016a) continued to address these marketized initiatives, by providing choice and measurement of quality in higher education. With a focus on competition and choice, the development of TEF year two, raised challenges for higher education, with the new TEF core metrics including the assessment of widening

⁵ The Teaching Excellence Framework (TEF,) brought in by the OFS, in 2015, is a national measurement of standards and quality of teaching at British Universities, with a gold, silver, bronze, or provisional being awarded. The measurements, based on metrics informed by the National Student Survey, identify graduate employment rates, satisfaction, student voice and retention rates. Scores awarded are seen as a form of quality control, associated with assessments of value for money. This external measurement focuses on performance and standards, with the current TEF being valid until 2021 (See <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/>)

⁶ The Research Excellence Framework (REF) is a measurement of research conducted at British Universities from 2014 .. The measure is focused upon research excellence, on a multidisciplinary level, with impact being assessed beyond academia, in society and public policy. Submissions provided by universities are assessed and graded on stars, ranging unclassified to 4.

participation of students from disadvantaged backgrounds, while also maintaining concerns on the finances of higher education. Competition was further incentivised with the introduction of Degree Awarding Powers (DAP), expanding the number of degrees offered by providers under a 'risk -based system'. The renewed focus on a business model, with marketised characteristics of greater regulation and competitive providers, was a thorny issue for academics who were concerned with the purpose of learning and didn't categorise students as consumers, but as part of teaching and learning, as stakeholders in the process. These moves to a more regulatory system of higher education, with students having a key role as a consumer, proposed a single route to entry with expanded provision in higher education for 3 main providers:

- 1) Registered providers, who would be officially recognised as HE providers but do not have access to Government funding or student support, or obtain a tier 4 licence, but meet Framework for Higher Education Qualifications (FHEQ) at Level 4;
- 2) Approved provider status in line with £6,000 tuition fees and;
- 3) Approved fee cap status in line with tuition fees, with a basic cap of up to £6,000 per year and a higher cap of up to £9,000 (BIS 2016: 24).

The White Paper (2016a), and Teaching Excellence Framework (year 1), centred on widening participation in higher education. The result of this was that all providers were required to have approved an Access Agreement (known as Access and Participation Plans from 2018). These greater regulatory frameworks furthered the disengagement of academics, with it becoming clear that higher education was becoming more marketized. The conflicts were seen between viewing students as core to the process, but placing greater external measurements on quality and standards, in a business fashion, to measuring teaching and learning.

Developments from 2016 continued to embrace the financialising of higher education, with the White Paper (2016a) introducing a number of new financial initiatives, including loans for master's students and doctoral study with a maintenance loan for part-time undergraduate students (BIS 2016:54). Challenges for academics included the persistent focus placed on regulation, often strengthened with benchmarks and externally developed metrics of key indicators, such as employment, progression, retention and

completion. There was a reluctant acceptance of the enforced measurements of teaching quality, which had an impact on morale and seemed to be moving away from student module evaluations, but towards broader measurements on learning environments and the outcomes becoming part of the context of learning. Despite acknowledgments of the variances in quality across the sector providers, voluntary participation in TEF was measured through “*robust assessment process for the use of financial incentives*” (BIS 2016: 44).

The context of higher education has adopted a business model for the last six years, and the drivers towards marketisation were furthered in 2016 with *The Higher Education and Research Bill*. By enacting reforms from The White Paper (BIS 2016) and proposals from the Green Paper (BIS 2015), the focus was on delivering choice and opportunity for students, framed within the matrix of regulation and teaching quality. This policy was set alongside competition and financialisation, as demonstrated with new loans for both undergraduate and postgraduate students in higher education.

It is within these contexts that ongoing challenges to reforms have been shown in my contributions, where the focus of my research and teaching has been to see them as an opportunity to engage with. A number of the contributions I have published reflect the policy shifts occurring towards increased marketisation and the financialising of higher education. With reforms introducing connections and contradictions between employability, competition and value for money, the purpose of higher education shifted “*Where a key selling point of a course is that it provides improved employability,*” (Department for Business, Innovation and Skills 2010: 29).

In Strudwick (2017) responses are mapped out, showing my efforts to practically engage with employability through CSAP Centre for Sociology, Anthropology and Politics CSAP) funded projects on *Criminology in the Professions: Turning Academic Benchmarks into Employability skills* (2010) and *Employability skills in Social Sciences: Parent and Students Expectations* (2011). These projects led to the embedding of employability within the Criminology Programme and positively responded to the shifting role of students, defining them as active learners rather than consumers.

Regulatory mechanisms continued to frame higher education with the *Higher Education and Research Act* (2017) developing the Office for Students (OfS,) the UK Research and Innovation (UKRI) and the Office for Fair Access (OFFA). These external regulatory bodies replaced the Higher Education Funding Council for England (HEFCE) and moved financial conditions to the OfS and the higher education register. By setting up UKRI, the act explicitly linked regulatory relationship on standards and quality, alongside the focus on widening participation, with connections being made between the OfS assessment of teaching quality, the TEF, and student fees.

The movements towards greater marketisation of higher education, through a consumerist model of teaching and learning developed over the years through policy, expanded its reach with the Office for National Statistics (ONS) *English Higher Education: The Office for Students National Review* (2019) and *the Augar Report* (2019). These reforms further shifted the focus in higher education to a broader level, by developing proposed reforms for post-18 education (tertiary education).

The Augar Report (2019) focused upon 8 key principles:

- 1) Society, the economy, and individuals.
- 2) Everyone should have the opportunity to be educated after the age of 18.
- 3) The decline in numbers of those getting post-18 education needs to be reversed.
- 4) The cost of post-18 education should be shared between taxpayers, employers and learners.
- 5) Organisations providing education and training must be accountable for the public subsidy they receive.
- 6) Government has a responsibility to ensure that its investment in tertiary education is appropriately spent and directed.
- 7) Post-18 education cannot be left entirely to market forces.
- 8) Post-18 education needs to be forward looking.

By seeking to strengthen tertiary education, the reform addressed value for money, increasing flexibility, offering greater support for disadvantaged students and building

upon provision with apprenticeships. There was clear consistency in the focus of policy with the continuation of the adoption of business language, as shown in previous reforms. The report maintained the focus on value for money, while further addressing the financialising of universities, by identifying that the financial performance of higher education should not be risk adverse. The report further proposed a change to refinancing of higher education, namely on the £9,000 fees set out in 2010, and set out preferable changes including a reduction in fees to a £7,500 (to be introduced by 2021/22). This, alongside a lowering of the interest rates, extension of repayment periods for loans and the reinstatement of maintenance loans, continued the attention, albeit in a positive way, on the finances of higher education.

By recommending that the financing of higher education needed reviewing by the regulatory body (OfS), the reports claimed *“Government should adjust the teaching grant attached to each subject to reflect more accurately the subject’s reasonable costs and its social and economic value to students and taxpayers”* (2019: 96). The continued focus on financialising is shown with the role of the market regulator set to balance some of the inadequacies in levels of support to enhance widening participation. By recommending a focus on disadvantaged students in the system, through the reintroduction of maintenance grants, the report sought to readdress factors which have led to a restriction of access to higher education. Reforms were recommended on tariff points and minimum entry, with a shift in terminology to simplify student finances, demonstrated with the introduction of new finance terms ‘student contribution system’.

Again, there are contradicting elements to these recent reforms. With promises shown, by providing greater support where it is needed, with widening participation through the Access and Participation Plans and the assessment of fees in the clarification for student finances, the negative trends of continuing to move to greater marketisation were clear. Measurements of quality and values were placed with the OfS to regulate courses, and the report proposes more effectively targeted funding, based on the *“cost of provision and characteristics of students”* (2019: 203). These shifts represented a progressive move to reform with some of the positive trends on the refinancialising of higher education. However, the reality is yet to be seen with all recommendations and changes yet to be realised in practice.

Responses in my work to the changes in post-Browne Report policy demonstrate how my practice was beneficial for students. By critically assessing the assumptions that external measurements, such as the NSS data, measure student satisfaction and experiences, I facilitated student engagement opportunities in my practice through funded projects.⁷ My response engaged students in curriculum reform and strengthened the role of student voice in the organisation and management of programmes, as shown with the School representative role in subject committee meetings. In essence, my contributions have shown how I have responded to higher education policy in a productive way, by transforming my personal critiques into engaging opportunities that have enabled students to be active learners rather than consumers. Again this has been shown in my contributions with the CSAP projects *Criminology in the professions: Turning Academic Benchmarks into Employability skills* (2010) and *Employability skills in Social Sciences: Parent and Students Expectations* (2011), and through discourses in Jameson, Strudwick, Bond-Taylor and Jones (2012), Jameson, Jones and Strudwick (2012a) and Strudwick (2017).

While reflecting upon the relationship between employability and increased marketisation, my contributions have further identified how and where policy drivers have led the way within higher education, as reflected upon by Pemberton et al (2013), Daniels and Brooker (2014) and Pollard et al (2015). In spite of the arguable ambiguity in terminology, my contributions highlight a range of strategies, which are explicitly referenced in my work, to the integral role that the HEA plays with sharing best practice through its framework. As noted by Artress et al. who argue that “*graduate attributes represent more than simply ‘employability skills’*” (2017:17).

The reforms higher education has experienced, since 2010, have progressed marketisation and financialising, shaping how students are increasingly viewed as ‘consumers’ and ‘customers’. It is indeed this trend, between policy reforms and the role of students, that was the motivation for my practice to meet some of the external drivers and challenges without becoming lost in resistance, but rather identifying opportunities

⁷ See ‘Employability skills in Social Sciences: Parent and Students expectations’ (2011) and Evaluating the dichotomies of student engagement - “Understanding the Gap” within SSPS’ (2015).

to enhance student experience. My work has provided a localized response through initiating institutional developments in teaching, research projects and curriculum design, seeking to bring student and academics together in collaborative projects.

Contributions

This commentary of papers, published between 2011 and 2019, (See figure 2), explores my development of practice and characterizes my learning journey. By applying concepts of student engagement, *student as producer* and *students as partners* models, my work has facilitated collaborative relationships between academics and students, and addressed the value of student voice in practice.

My interest in the role of students was initially influenced by by two projects, funded by Higher Education Academy (HEA) (CSAP), *Criminology in the professions: Turning Academic Benchmarks into Employability skills* (2010) and *Employability skills in Social Sciences: Parent and Students expectations* (2011). Fundamentally, both of these projects had an impact on future work although they are not formally submitted in the contributions. These evaluations began the connection between interrelated themes - student engagement and research engaged teaching models, and developed my interest in responding to wider sector challenges of employability, student choice and marketisation of higher education.

My responses to policy drivers were first demonstrated in the HEA (CSAP) funded research project (2010) 'Criminology in the Professions' with colleague Jill Jameson. The aim of this research was to illustrate how methodological, academic and practical skills can be applied to professional development and employability, enabling a transference of skills and lifelong learning strategies. The translation of teaching employability and skills, and understanding the role of students within this, focused upon bridging the gap between applying knowledge and enhancing where students can become their own producers of knowledge.

Influences of *student as producer* and *students as partners* have been demonstrated throughout my practice and were central to the ELiSS special edition (2012), and subsequent research projects. Characteristics from Healey et al's (2014) *students as partners* model have provided "*a conceptual space*" for reflection (2014: 10), whereby "*Partnership is essentially a process of engagement, not a product. It is a way of doing things, rather than an outcome in itself*" (ibid: 12). Such stimuli have been shown in the collaborative partnerships facilitated through research (See Strudwick, Jameson, Gordon, Brookfield, McKane and Pengelly 2017; Strudwick 2017; Strudwick, Jameson and Rowe 2017; Strudwick 2019).

Jenkins, C, Canaan, J, Filipakkou, O and Strudwick, K (2011) The troubling concept of class: reflecting on our 'failure' to encourage sociology students to re-cognise their classed locations using autobiographical methods. Enhancing Learning in the Social Sciences (ELiSS), 3 (3). pp. 33. ISSN: 1756-848X

This paper explores student expectations which were informed by the shifting role of students in higher education. Addressing questions about student identities, and their place in defining learning journeys, the dialogue discusses experiences and the potential for learning from students' experiences. By working collaboratively with three social science academics across three other institutions, the case studies in the paper debate how learnt knowledge can be presented alongside staff expectations of student roles.

By applying autobiographical methods, the paper discusses the implications of authoring and evaluation of self under the concept of class. By collectively reflecting upon knowledge of student expectations and perceptions of roles through autobiographical methods, the discourse compared and contrasted four different stories from the universities. Student engagement was addressed, under the broader lens of conceptualisation of race, gender and sexual identities, with these classifying processes being discussed conceptually through the work of Freire (2006) and Bourdieu (1984). In doing so, the challenges, referred to as 'failures' in the paper, were evaluated through the difficulties of applying student engagement under the processes of classification.

This paper emphasises my contribution through the lens of teaching research methodology and skills, themes reflected in later work on employability. Practices shown through the case studies, and the implications of authoring and evaluating the self as teacher/ researcher (Jenkins et al 2011: 7), were considered alongside Freire's 'banking methods'. Stories presented reflected upon the 'transformative' potential of producing knowledge, while others considered the use of autobiographical methods in learning (2009: 9) and the impact of such methods on the 'subject', as argued by Deakin Crick (2009).

By focusing upon the different stories provided, all from 'post 92' institutions, a discourse was presented of how teaching practice can inform students' awareness of self-representations, with emphasis on their role in the process to produce knowledge. Stories discussed how identities were shaped and addressed conceptually through intersectionality, across race, class, and gender. The paper reflected that such student experiences can transform our role as educators to be more innovative, highlighting the potential of student engagement and the noted 'apparent 'failures'. In conclusion, the paper highlighted the importance of us as educators to "*continue to develop strategies to more efficiently encourage this challenge*" (Jenkins et al 2011: 24) and acknowledged that the processes of 'classification were not 'symptomatic' of teaching at post 92 institutions.

Following this paper my interest in student experiences, and managing the impact of wider policy drivers (student choice, employability, and the rise of marketised principles in higher education), were shown in small scale research projects. My work proceeded to explore common themes, with follow up projects on '*Student reflections of Criminology in the Professions (CIP) – One year on*' (2012); '*Embedding Open Educational Resources (OER) into academic teaching*' (2012); '*Evaluation of the impact of Student Mentoring within a Social Sciences research methodology module*' (2012a) and '*Enhancing Applying Research within Criminology*' (2012). All of these projects focused upon evaluating the teaching of employability, whilst addressing the shifting role of students as active learners through mentoring. Broader thematic areas were adopted from elements of *student as producer* and *students as partners* models, shaping the interpretation of student engagement in my practice institutionally.

Employability historically has been important to Higher Education, with the Hankey Committee in 1944 being one of the first formal discussions. More recently it has been established as part of the increasing marketisation shown through reforms.⁸ David Willets, as the Minister of State for Universities and Science in 2010, introduced the framework for universities to publish employability statements, reflecting the emphasis on skills post-Browne, where employability became a fundamental element of higher education.

Jameson, J, Strudwick, K and Bond-Taylor, S and Jones, M (2012) Academic principles versus employability pressures: a modern power struggle or a creative opportunity?. Teaching in Higher Education, 17 (1). pp. 25-37. ISSN: 1356-2517

This paper focused upon the embedding of employability within the discipline of Criminology. By addressing dilemmas and challenges derived from reforms, the concept of student choice, quality and consumerist values were considered, alongside CSAP funded projects on '*Criminology in the professions: Turning Academic Benchmarks into Employability skills*' (2010) and '*Employability skills in Social Sciences: Parent and Students expectations*' (2011). These projects facilitated research opportunities for students to act as co-researchers, and built in partnerships to translate core values into practice. This co-authored paper reflected upon projects funded by CSAP (2010 and 2011) and presented a more critical analysis of how academic engagement with employability can be presented as complex, especially when discussed alongside definitions and varied measurements of employability.

Using the *Criminology in the Professions* module as a case study, the paper evaluated the role of the students and employers, addressing the noted tensions within such responses. Being co-authored with academic colleagues from the teaching team for Criminology in the Professions, and the Head of Careers (Opportunities) discussions in this paper reflect upon theoretical frameworks of orthodox and critical criminology, student engagement

⁸ Such as *The Independent Review of Higher Education Funding and Student Finance*, chaired by Lord Browne, (2010); *Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice* (Department for Business, Innovation and Skills 2015); *Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice* (Department for Business, Innovation and Skills 2016a) and *Higher Education and Research Bill to deliver choice and opportunity for students* (Department for Business, Innovation and Skills 2016a); *The Higher Education and Research Act* (2017) and the *Augar Report* (2019).

and academic engagement, alongside employability. The paper presents key studies from Moreau and Leathwood (2006); Yorke (2006) and Yorke and Knight (2007), exploring how collaborative engagement, with both employers and careers practitioners, can enable a balance to be gained in teaching employability.

By representing *Criminology in the Professions* module as a case study, within a broader focus of the identity of students, creative employability teaching developed institutionally was evaluated. The *Criminology in the Professions* module explored the impact of organisational culture, core values and norms within employability, and the development and impact of managerialism on sectors. The aims of the module were to positively address the employability of students, within the constraints of policy driven factors, whilst exploring the role of audits (DLHE, league tables, NSS), terminology employed externally and internally, and the benefits for students.

Seeking to impact upon the engagement with employability, discussions were set alongside disciplinary benchmarks in this paper. Academic principles were discussed through the lens of criminology, to address tensions between academic engagement and practitioners' discourses with employability. The module was presented as an exemplar of how curriculum design in a core module can emphasise the potential for teaching of employability within the curriculum. By concluding that such teaching practices have evaluated the concept of employability, where "*knowledge can serve to empower students in their decisions about career choices*" (Jameson et al 2012: 34). The paper further presented discussions on academic freedoms in higher education. It was these critiques that highlight the positive responses developed within my practice.

Enhancing Learning in the Social Sciences, ELiSS (2012) 4(3).

In 2012, I was invited to be guest editor for a special edition of *Enhancing Learning in Social Sciences Journal (ELiSS)* (with colleague Jill Jameson). This request was an acknowledgment of work conducted with CSAP and at the University of Lincoln. The special edition published papers applying the *student as producer* model, both

institutionally and externally, with a significant number of papers focusing upon case studies institutionally (See Neary 2012; Bond Taylor 2012; Obendorf and Randerson 2012; Bishop, Crawford, Jenner, Liddle, Russell and 2012 and Watling 2012). In addition, a number of student authored papers were part of this collection (See Picksley, Cooper, Jameson, and Strudwick 2012; Cushan and Laughlin 2012; Burton, Lill and Keen 2012; Jones, Race, Sawyer, Slater, Simpson and Mathews 2012), with the special edition highlighting good practice. Papers presented made connections between themes of student experiences, student voice, collaborations and partnerships between students and academics on a wider level.

Between 2012-2017 my work focused more on facilitating student engagement by applying the principles adopted from *student as producer* and *students as partners* models. Research opportunities with the HEA Change Academy funded project on '*Embedding Open Educational Resources (OER) into academic teaching*' (2012) reflected upon the changing role of the students to be co-producers, and my role as an enabler of knowledge through OERs. The projects '*Student reflections of Criminology in the Professions (CIP) – One year on*'. (2012) and '*Evaluation of the impact of Student Mentoring within a Social Sciences research methodology module*' (2012) were both internally funded by The Fund for Educational Development (FED), alongside the project '*Enhancing Applying Research within Criminology*' (2012) funded by British Criminology Society award to further Open Educational Resources.

All of these projects enabled students to work alongside academics and started the evaluation of the impact of partnerships and collaborative opportunities, putting into practice the adopted values of *student as producer*. The projects '*Evaluating the dichotomies of student engagement- "Understanding the Gap" within SSPS*' (2015); '*What do we do well?- Evaluation of 'Excellence' in Teaching and Innovation*' (2016); '*The 'representativeness' of student reps better engagement and more representative*' (2017) and '*Who' are our engaged students? relationships to attainment and definitions*' (2017), were all internally funded by The College of Social Science Teaching and Learning Innovation Fund (TIF), and furthered links with student engagement in practice. Through such collaborations, students undertook roles as co-researchers, as co-authors and co-

presenters at academic conferences, evidencing the importance of their contributions as active participants.

Jameson, J, Jones, M and Strudwick, K (2012a) Browne, employability and the rhetoric of choice: Student as producer and the sustainability of HE. Enhancing Learning in the Social Sciences, 4 (3). pp. 1-15. ISSN: 1756-848X

This co-authored article furthered my contribution through a theoretical discussion of 'student as consumer', with themes identified in the autobiographical methods paper on student identity. This critical evaluation of the limitations of creativity in teaching and learning were discussed with a focus upon the 'rhetoric of choice'. The paper was submitted as part of the special edition of Enhancing Learning in the Social Sciences on *student as producer* (2021) representing the coherence of my work implementing practice through interpretation of principles of *student as producer* and *students as partners* models.

By establishing links on understanding students' experiences the paper explored the facilitation of opportunities and shared good practice for student engagement. Such interrelationships ensured that student voice, experiences and employability were conjoined in my development of practice. This discussion also encapsulated core themes from previous projects and contributions co-authored with students (See Picksley, Cooper, Jameson, and Strudwick 2012 and Jameson, Strudwick, Bond-Taylor and Jones 2012) and reflected upon the importance of my work, whilst practically shaping student engagement opportunities for collaboration in teaching and learning.

The paper (2012a) evaluated employability, creativity and the purpose of independent learning alongside policy, addressing competitiveness in higher education. Student choice was explored in a wider context, with principles of *student as producer* presented as a means to critique student as consumer identity/ role. The paper applied critical pedagogy through the work of Bauman (2007) 'I think therefore I am' as a rhetoric to critique trends of policy driven consumerism. Applying Bauman's work on the culture of deregulation, a degree was presented in the paper as a commodity to buy, with the paper discussing the transformation of students in a commodified higher education system.

Specific references were made to the identify of students, who were expected to make informed choices based on performance indicators.

Identifying, and responding to the moves of increased marketisation and consumerism in policy reforms from 2010 (See Browne, 2010) the paper presented the concept of *student as producer* versus the student as consumer, or student as commodity. With policy drivers leading the trends towards a consumerist ethos, such trends were noted as being significant in 'reshaping' the higher education sector as a whole (Strudwick 2017:75). The importance of employability and student choice, not always presented in a negative sense, were discussed in the paper by addressing the purpose and role of students in learning. Work conducted by Dunne and Zandstra (2011: 14) identified reasons for the developments of student roles as co producers, partners, or change agents in response to the commodification of Higher Education, citing Furedi (2009) "*There is little doubt that encouraging students to think of themselves as customers has fostered a mood in which education is regarded as a commodity that must represent value for money*" (Dunne and Zandstra 2011:15).

Interestingly, the Universities UK report (2017) 'Education, Consumer Rights and Maintaining Trust What Students Want From Their University' reflected upon the rise of student as consumer in student perceptions, assessing quality and value for money associated with higher education. This report focused upon perceptions of being a customer, noting it was inconclusive in their study with half of undergraduates viewing themselves as a customer of their university (47%) and other half not (53%) (2017: 5), concluding that being a customer "*does not appear to be the overriding feature*" (2017: 5).

By discussing consumerism in this paper (2012a) we placed student choice within the context of competitiveness, addressing this under the gaze of employability and autonomy offered to students. By adopting values from *student as producer* there is the potential for subverting consumerism, in my role as an enabler, providing student choice in practice.

Such debates have led to my contributions responding to the changing nature of higher education, by embedding employability within the core curriculum through research and

teaching developments⁹. By presenting a critique against the notion of student as consumer and increased marketisation of higher education, whilst at the same time embedding and facilitating employability and student voice, is arguably a contested aspect of my contributions. Indeed, there is an ideological clash, whereby the work facilitated in my practice has satisfied the sector wide demand, while not 'submitting' to, but maintaining creativity within teaching and learning practice. By adopting elements of *student as producer* and *students as partners*, albeit conceptually through practical responses, my work has provided opportunities for students, within and beyond the curriculum, to facilitate their roles and become producers of knowledge.

In practice, editing the special edition of *Enhancing Learning in the Social Sciences* (2012) and co presenting at conferences with students¹⁰ had developed my practice, giving students greater ownership of their learning experiences and journeys. The role of students, working in partnership with academics, has taken a more active role which extends beyond making them 'employable', but becoming partners. My practice has encouraged collaborative learning, as opposed to passive learning, with the role of students being core to make them 'autonomous'. Students were not identified as consumers, but encouraged to be more reflexive, through extra curricula opportunities for student engagement in their learning.

Central to my contributions were the aims to embrace and facilitate a student engagement culture, with a greater ethos of student participation. This has been demonstrated on a multi-disciplinary level through my practice and was a central tenet to the ELiSS special edition (2012). I have shown through contributions of research projects CSAP (2010/2011) and internally funded projects (2011-2019) that links have been

⁹ See '*Criminology in the professions: Turning Academic Benchmarks into Employability skills*' (2010); '*Embedding Open Educational Resources into academic teaching*' (2012); '*Evaluation of the impact of Student Mentoring within a Social Sciences research methodology module*' (2012) and '*Enhancing Applying Research within Criminology*' (2012).

¹⁰ See Jameson, Strudwick, Picksley and Cooper (2011) 'What relevance has this to my degree?' Reflecting on and utilising the contradictions between different interested parties in a social science based employability module.; Strudwick, Jameson, Gordon, McKane and Brookfield (2016) Evaluating the dichotomies of student engagement- 'understanding the gap' within SSPS (2016) Keeler, Strudwick and Jameson (2018) 'University students and their perceptions of crime: Awareness of risk, behaviour and preventative strategies'.

formulated, with associations being made between learning and teaching models and strategies. This commonality between *student as producer*, *students as partners* and student engagement is shown in literature from Kahu, 2013; Trowler, 2013; Zepke 2015, who identify connections, often identifying similar values and concepts (See Crawford et al 2015, Healey et al 2014).

Picksley, E, Cooper, C, Jameson, C and Strudwick, K (2012) *Student as producer: undergraduate reflections on research. Enhancing Learning in the Social Sciences* 4(3), DOI: 10.11120/elss.2012.04030017

A co-authored paper submitted for the Special Edition of ELISS continues my contribution with students, who were co- researchers on *student as producer* projects. In the paper arguments are presented focusing upon the application and nurturing of creativity within teaching. By reflecting upon the principles fundamental to the *student as producer* model, discourses evaluated positions of students and academics 'from within the system'. This paper furthered the importance of work that had been conducted in the curriculum, through *Criminology in the Professions* module, and the extent to which the embedding of employability was presented on a disciplinary level.

As a reflective paper, links were made between student engagement roles, framed within relevant literature, addressing how employability, active citizenships and partnerships between academics and students can provide some resistance to the increasingly marketised system. With problems and conflicts being critically reflected, from the perspectives of students within the system, explicit references were made to opportunities provided, under collaborative student engagement projects.

In the paper understanding was shown of the wider challenges within higher education, with a concluding note identifying the benefits of the *Criminology in the Professions* module stating "*Students were very aware of the challenges that faced them in the graduate job market. This is an issue that can be prepared for in an employability module but cannot be solved by one*" (Picksley et al. 2012:6).

Strudwick, K, Jameson, J, Gordon, J, Brookfield, K, McKane, C and Pengelly, G (2017)
Understanding the gap' to participate or not? - Evaluating student engagement and
active participation Student Engagement in Higher Education Journal RAISE Vol 1,
(2) pp.81-87 ISSN: 2399-1836

The themes of student engagement and partnerships were researched in 2016 with a project on the dichotomies of student engagement. This publication presents a case study of sharing good practice in student engagement. The paper was co-authored with colleagues and students who were all part of the research team for the project '*Who are our engaged students? relationships to attainment and definitions*' (2017) internally funded by College of Social Science Teaching and Learning Innovation Fund (TIF). This publication is central to my work, as it continues to develop arguments presented in earlier papers, revisiting practice and connections between themes. The discourses summarised in the paper represent the impact my work has had on enabling roles for students to be facilitators, partners and co-researchers, as well as being co-authors. This paper was initially co-presented at the Researching, Advancing and Inspiring Student Engagement (RAISE) conference 2016, as a team of academics and students, demonstrating the equality of students' role within the research team, and evidencing how collaboration was developed as a result of applying principles of research engaged teaching models.

Identifying students' role as co-authors is fundamental to this paper. It is a focus that follows the coherence of previous contributions, and presents student engagement as an established critique of student as customers in my practice. By identifying partnership values, through the role of student engagement, the paper illustrates the potential for student engagement to optimise student learning. With arguments identifying the connection between core themes, this paper frames these as integral to students' journeys and experiences, addressing the benefits for all involved in the process.

This case study of a funded project further illustrates methodological debates, alongside dilemmas and challenges associated with student engagement and acknowledges research by Zepke, 2015; Kahu 2013, stating "*the complexity of the concept of student engagement resulted in an acknowledged need to have greater clarification about*

associated terminology and definitions" (2017: 85). By identifying the extent of student engagement at the University of Lincoln, students in the study were identified as being 'engaged' or 'non engaged', with their participation being framed within different zones for the purpose of the discourse (zone one for 'academic activities', zone two for 'sports and societies' or zone three for 'volunteering').

The paper reflects upon the value of student engagement, noting how it has had a fundamental place in learning at the University of Lincoln. The analysis refers to student engagement collaborations and notes the connections between elements, namely active participation and student voice. By concluding on the extent of differential participation the paper argues that it had "*made significant gains in furthering our understanding about what 'student engagement' opportunities are interesting to students*" (2017: 85) with future plans being proposed to link the importance of pastoral care and ensuring support is provided for students.

Arguments presented in these contributions have connected elements of student engagement with *student as producer* and *students as partners* models (See Picksley, Cooper, Jameson and Strudwick 2012; Jameson, Strudwick, Bond-Taylor and Jones, 2012; Jameson, Jones and Strudwick, 2012a; Strudwick, Jameson, Gordon, Brookfield, McKane and Pengelly 2017). Such work has recognised the commonalities and similarities in values and norms, acknowledging links that are important to the thread shown in the contributions. Principally, common values of importance, namely collaboration, shared ethos and partnerships between students and academics, have all been facilitated within my practice. These principles have informed and led my understanding and interpretation of student engagement as core to my work.

Strudwick, K (2017) Debating Student as producer – Relationships; Contexts and Challenges for Higher Education PRISM Casting New Light on Learning, Theory and Practice May 1 (1) pp. 73-96 ISSN 2514-5347

This is the first single authored publication which explores the application of *student as producer*, as one model, in my learning journey. In essence this paper discusses teaching and learning accounts of case studies over the trajectory of my career, examining illustrations of how *student as producer* principles were embraced in my practice. The

paper outlines both the policy context of consumerism, and identifies the shift through which key policies have been developed towards the defining moment in the 2016 White paper.

By presenting a critique of student as consumer, the discussion focuses upon displaying case studies from 2010 onwards, to map out my contributions. The work shows how student engagement has adopted similar principles in the case studies presented, evidenced through themes of collaboration, partnership and active learners. Establishing the *student as producer* model, as the core critique of consumerism in higher education, the potential of this model is presented to meet challenges of policy informed measurements of standards and quality.

By demonstrating how case studies discussed have framed my work and my journey of *student as producer* in practice, it is indeed these correlations that "*enables an exploration of the reshaping of core elements of engagement and participation*" (Strudwick 2017: 82). Through deconstructing, practically, the relationship between research and teaching models, curriculum design and the challenges presented, alongside the shift in students' roles, as partners, or co-researchers, this discussion summarises my role as facilitator and initiator of student engagement throughout my career path.

Strudwick, K , Jameson, J and Rowe, J (2017) Developing Volunteers in Policing: Assessing the Potential Volunteer Police Community Police Officer Policing: A Journal of Policy and Practice, Sept 2017 <https://doi.org/10.1093/police/pax056>

This paper presents a more explicit disciplinary focus on policing, but still demonstrates themes of student engagement and *student as producer*. All of my publications and submissions have successfully aligned the importance of enhancing, conceptually and practically, the place of student engagement in the research process, with this paper evidencing the importance of such values in policing research.

The relevance of this paper is important as it considers the core principles integral to the development of partnerships facilitated in the research project '*Evaluating the role of Volunteer Police Community Police Officer VPCSO*' (2016). The research project itself

demonstrates research informed teaching to build collaboration between academics and students as co-researchers. By designing the role for students as co-researchers the vetting process for students was challenging, with students being fairly transient during their time at University. Once through vetting clearance, students were in a position to be active in the design of interviews and questionnaires, participating in the data collection and analysis as researchers, under the supervision of staff. In this context this paper demonstrates the outcomes of student led research, how they built upon their methodological skills and the sense to which they produced further knowledge on policing initiatives.

The importance of this project is also its innovativeness, as a policing initiative, with Lincolnshire Police at the time being the only force to have VPCSO scheme to act as supplementary for PCSOs, but also with the project ensuring a collaboration between University of Lincoln and Lincolnshire Police. The introduction of the Lincoln Police Lincoln Award LPLW ¹¹ defines the reciprocal relationship between the University and this external organisation, and is one example of one extra curricula volunteering opportunity. The LPLW defines what student engagement can offer practically, outside of the curriculum, by applying values of partnerships and active learning.

Strudwick, K (2019) *Learning through practice: Collaborative policing partnerships in teaching* The Police Journal: Theory, Practice and Principles pp.1-17
<https://doi.org/10.1177%2F0032258X19882056>

In this paper, the impact of the partnership module with policing was highlighted in the form an innovative curriculum design with the module *Police Studies*. The development of this module was a direct response to the established connection between the University of Lincoln and Lincolnshire Police. As part of my practice *student as producer* principles were applied alongside student engagement, to develop and frame this partnership approach to teaching. The paper discusses the disciplinary importance of developing *student as producer* values and collaborative partnerships, where students

¹¹ See details on the partnership between Lincoln University and Lincolnshire Police, facilitating volunteering opportunities for students to be Volunteer Police Community Support Officer VPCSO, <https://www.lincs.police.uk/about-us/join-us/volunteers/the-lincoln-award/>

and practitioners all become part of the learning process, developing a shared common purpose to be the producers of critical policing knowledge.

This paper further emphasises how my practice has embraced partnerships with external organisations, and the extent to which my work has supported the Civic Agreements with the University Partnerships Programme Foundation in 2019 (Brabner, 2019). By practically developing police–academic collaboration this contribution has shown how research-engaged teaching has been developed in the programme with “*active engagement of students in the critical application of their learning, which encompasses core values to Student as Producer ethos*” (Strudwick 2019: 5).

The teaching practice itself also highlights the benefits for students, and asserts the importance of shared ethos and values in teaching and learning. This curriculum development further reflects upon the extent to which *student as producer* was considered as a critique to the commodification of higher education. With reference to Neary and Winn (2009) and Neary and Morris (2012), this discourse argues that the adoption of elements from the *student as producer* model “*is more than just redesigning the curriculum but offers a challenge to the consumerism of learning through the production of knowledge which promotes ‘openness, enquiry, ownership and empowerment’*” (Strudwick 2019: 7)

In sum, the paper maps out my developments through practice. By reasserting the innovative nature of my work, and the importance of the background of external engagement in such developments, my responses within my teaching are presented.

Practice in Place

My contributions over the last 10 years have been facilitated at the University of Lincoln, under the background of committed institutional support for research engaged teaching and learning, and student voice. Mike Neary’s *student as producer* model, funded by HEA, was accepted institutionally as the core teaching and learning principle, and since then has led the way for this progressive institution to fully implement the strategy across

disciplines. By becoming established as the strategic teaching and learning framework, the model secured institutional priority as part of quality enhancement in Teaching and Learning Plans (2011-2016); Digital Education Plan and Support Engagement Strategy (2012-2016) (Neary et al 2014: 28), and has created collaborative engagement between students and academics.

The model developed by Neary (2020) at the University of Lincoln improved the disjuncture between teaching and research, and although it is identified as 'unfinished' its development has provided a supportive community for academics to develop such research engaged teaching strategies. Crawford et al (2015) noted the contextual importance of the University of Lincoln in their work, claiming "*The University of Lincoln's commitment to working with students as partners in both their learning and in the wider enhancement of teaching and learning has been materialising for some years*" (2015: 6). This acknowledgment highlights how students can become producers and collaborators, rather than passive consumers of information (Neary and Winn 2009), through engagement and participation in research engaged teaching and learning as shown at the University of Lincoln.

It is within this institutional context that the values in my practice can be realized. My work has addressed the changing relationship between teaching and research, through my role as a facilitator for student engagement opportunities, and supported the process for students to become engaged in research alongside academics learning from their active collaboration. My work was not meant to be critical or revolutionary, but pursued to apply principles from *student as producer* and *students as partners*, to re-connect values in my practice. I took the opportunity to enhance student engagement by meeting the often-critiqued value for money and added value to teaching and learning. By developing practical responses my work adopted the *student as producer* model as an open-ended project (Neary, et al 2014: 43) and facilitated changes in practice.

It is indeed the collegiate context at the University of Lincoln which has enabled such research-engaged teaching models to be interpreted in such a flexible manner. This has been shown with my work being co-authored with both students and academics, and the ELiSS Special edition (2012), showcasing good practice from within the institution across

disciplines. This adaptability and appeal has enabled my work to thrive, by practically enhancing students' employability and highlighting student voice in collaborative projects and student engagement initiatives.

My contributions have had a significant impact on teaching practice, with the University of Lincoln being one of the first Criminology programmes to embed employability into the core curriculum in 2010. Subsequently, the teaching of employability has been developed more widely throughout the discipline, with employability through curriculum design being part of validations and module designs. Reflections from students' in Picksley, Cooper, Jameson and Strudwick (2012) present interpretations of the positive impact of teaching employability and praised the institutional support of *student as producer* as providing an "*environment conducive to learning*" (2012: 4).

Such unconditional support from the University of Lincoln has been noted by Neary et al (2014: 44), who argue that "*...the radical sensibility that lies at the heart of Student as Producer is maintained at Lincoln*" and its sector reach has now expanded to being global. Current strategies at the University of Lincoln continue to be progressive and inclusive for all, with the Strategic Plan (2016-2021) asserting how the University of Lincoln will "*trial and adapt new approaches to teaching*" (2016: 2) and "*will grow and enhance the wider student experience*" (ibid). The plan is based upon five core principles of Teaching Excellence and a Great Student Experience; Graduate Success; Research with Impact; Strong Partnerships and Employer Engagement and Dynamic, Engaged People, where "*each of these principles lie at the heart of the success of the University*" (2016: 4). In 2020, adopting 'one community' has developed an environment based on equality, diversity and inclusion for all and has further built upon these foundations, supporting *student as producer*, student voice and student engagement in practice.

My work supports these positive moves towards greater inclusivity in higher education, exemplified with the University of Lincoln signing up to the Civic University Agreement (Brabner 2019). This Civic Agreement has enabled universities to work with organisations within the local community to improve services and the local economy within which they are based. In practice, my work has developed partnerships with the Lincolnshire Police through applying principles from *student as producer students as*

partners and models (See Strudwick, Jameson, and Rowe (2017) and Strudwick (2019), identifying the contribution of knowledge and skills.

The institutional context at the University of Lincoln, in combination with my focus shown in my contributions, exemplifies the importance of this original body of work. My responses, by facilitating practical opportunities for student engagement and developing collaborations and partnerships between students and academics, have added to the 'Lincoln effect' and provide an exemplar of sustained good practice.

Conclusion

The development of student engagement opportunities, by adapting *student as producer* and *students as partners* principles, has been demonstrated in the contributions presented (2011-2019). Integral to this, is the extent to which these models have enabled my work to facilitate the role of students in their learning, embedding an appreciation of/for student engagement as part of the ethos and values. As noted by Neary et al (2014) with reference to *student as producer*, such models embrace participation in research engaged teaching, which has evident similarities with *students as partners*.

Collaborative projects with students have been conducted over the last 10 years (See CSAP/HEA project '*Criminology in the professions: Turning Academic Benchmarks into Employability skills*' (2010); '*Employability skills in Social Sciences: Parent and Students expectations*' (2010-11); '*Student reflections of Criminology in the Professions (CIP) – One year on*' (2011-12); '*Evaluation of the impact of Student Mentoring within a Social Sciences research methodology module*' (2012); '*Exploring the use of OER for embedding 'employability' in the undergraduate curriculum*' (2012); '*Open Educational Resources Enhancing Applying Research within Criminology*' (2012); and '*Evaluating the dichotomies of student engagement - "Understanding the Gap" within SSPS*' (2015)). These projects have provided students with opportunities to work alongside academics, at both Undergraduate and Postgraduate levels.

My journey has interpreted and adopted values from research engaged teaching models, identifying the commonalities between *student as producer* and *students as partners*. My sustained contributions have further championed student engagement, facilitating opportunities for students to join research teams as co-researchers, with the impact shown with students jointly presenting at academic conferences and taking the role as co-authors for academic peer reviewed papers. More recently (since 2018), in my role as editor for IMPact: UoL Higher Education Research Journal, I have enabled further opportunities to showcase students' role in the production of knowledge as authors. Editing the student edition of IMPact (2019), which published 4 student authored papers, with an opening paper by Professor Neary, evidences my engagement in, and leadership, in developing effective learning environments

(<http://impact.lincoln.ac.uk/index.php/journal/issue/view/5>).

Contributions started with the reflective context of my role in coordinating skills and research methods training, progressing to address the challenges facing us as educators in a shifting higher education system. Work has developed over 10 years, to present opportunities for students' active engagement and share good practice, to inform changes from *within* the University. In essence, my interpretation of *student as producer* and *students as partners* models, has facilitated opportunities for students and academics to work together critiquing the perceived view of them as 'customers'.

My interpretation presents an important reimagination of research engaged teaching models, as a response to contextual higher education drivers, a re-interpretation noted by Hynes (2017: 2) who "*advocates a pedagogical approach that appreciates the student voice, choice and creativity so that they can recognize themselves in a world of their own design and take responsibility for their own learning*".

All my contributions complement each other chronologically, fostering common values embracing partnerships. Taking an active role in coalescing research and teaching has enabled the transfer of knowledge from students, as producers and partners, alongside my role as academic. It is this sustained acknowledgment of how and where my contributions have impacted which shows my role as an enabler throughout my career progression.

The majority of submitted work is joint authored and this is really important. My commentary has focused upon how I have worked collaboratively with students, as producers, researchers, partners, and exemplifies the importance of active participation by students in my practice. In the work submitted with co-authors, whether academics, students or practitioners, there has been a sustained critical reflection on meeting challenges within higher education on my terms.

To conclude, these contributions have presented an established progression of practice, introducing student engagement alongside models of *student as producer* and *students as partners*. My adoption of values developed over the last 10 years, has focused on enhancing students' roles and embracing their autonomy by becoming critical independent thinkers and learners. My practice has evidenced the connectiveness between themes of collaboration, active learners, and the importance of relationships between academics and students in higher education.

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